Nimhans SLD Battery TEST

MSc. Clinical Psychology (Christ (Deemed To Be University))

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NIMHANS SPECIFIC LEARNING DISORDER BATTERY TEST

SPECIFIC LEARNING DISORDER

The DSM-5 modified the criteria for diagnosing Specific Learning Disorder (SLD) in 2013, consolidating reading, mathematics, and written expression disorders into a single comprehensive diagnosis. Specific learning disorders, also known as learning disabilities, are usually identified in young school-age children, although they may not be recognized until adulthood. They are characterized by persistent difficulties in reading, written expression, and/or math. Around 5 to 15% of school-age children experience challenges with a learning disability, with approximately 80% of individuals with learning disorders struggling specifically with reading (commonly known as dyslexia). Specific learning disorders often co-occur with other neurodevelopmental conditions such as ADHD and anxiety. The affected skills may include word reading accuracy, spelling, grammar, or calculation and can lead to challenges in learning subjects like history, math, science, and social studies, impacting daily activities and social interactions. Learning disorders are classified as mild, moderate, or severe, with accommodations and support services provided based on the severity of the disorder. If left unrecognized and unmanaged, learning disorders can have long-term consequences beyond academic performance, including an increased risk of psychological distress, poor overall mental health, unemployment, underemployment, and dropping out of school.

THE NIMHANS SLD BATTERY

The NIMHANS Index for Specific Learning Disabilities was created by Kapur and colleagues in 1991. Initially, it was designed for children aged 5-7 (Level-I; Practice guidelines IACP 2020). This initial level included tests for attention, visual and auditory discrimination, visual and auditory memory, speech and language, visuomotor and language, writing, and number skills. Level II was later developed for children aged 8-12, encompassing attention, reading,

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spelling, perceptuomotor, visuomotor integration, memory, and arithmetic skills tests (IACP). The most recent edition, released in 2015, incorporates standardized rules, improved scoring algorithms, and a user-friendly manual.

PSYCHOMETRIC PROPERTIES

The NIMHANS SLD Battery had a significant test-retest reliability for severity levels ($r= 0.53$, $p< 0.001$). An important correlation was found between teacher and clinical ratings with SLD ($r= 0.61$, $p= 0.01$), indicating high criterion validity. The NIMHANS Battery showed a moderate association with parental rating on the Developmental Psychopathology Checklist for Children (DPCL), as assessed on severities of SLD (Panicker et al., 2015).

TEST ADMINISTRATION, INSTRUCTIONS AND SCORING

The NIMHANS SLD battery's administration and scoring are divided into two stages, both carefully designed to maximize efficiency and precision. Stage I, the rapid screening phase, can be completed in about fifteen minutes by professionals or educators. To ensure consistency across tests, pre-recorded stimuli are used with visual and auditory presentation, paired with prescribed instructions. For Stage I, grading is straightforward, employing a defined logic for determining passes and fails based on pre-established cut-off scores. For those who progress to Stage II, a series of subtests examines specific language domains such as writing, reading, and vocal expression, demanding administration by qualified psychologists or speech-language pathologists following defined protocols and a specified manual to maintain test integrity. Stage II scoring utilizes a comprehensive method, employing multiple grading rubrics that consider accuracy and reaction time.

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REPORT

DEMOGRAPHIC DETAILS

Name	SS
Date of Birth / Age	16/10/2008
Gender	Female
Assessment Date	17/07/2024
Grade / School	11th (CBSE)
Informants name / Relationship	Mrs. RS (Mother)

PURPOSE OF TESTING

This assessment was administered based on academic purposes to train in administering and scoring the NIMHANS SLD Battery Test as a part of the Master's program in Clinical Psychology.

TEST ADMINISTERED:

NIMHANS SLD BATTERY (Level II)

BRIEF HISTORY

The client, SS, is a 15-year-old female currently pursuing her 11th grade education. She comes from a middle-class family and was born and brought up in Chennai. Her father works in a private company, while her mother is a housewife. Their household also includes her paternal grandmother. Additionally, she has an older sister who currently resides in another state, pursuing her master's degree.

She was born via C - section operation as she weighed nearly 3kg. Both the mother and the child didn't have any other complications in birth. She attained the milestones age

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appropriately. And started the schooling at the age of 3years. She is doing well in her academics, also maintaining well with her peers and teachers.

BEHAVIORAL OBSERVATIONS:

During the virtual interview, rapport was easily established. She appeared alert and oriented, and appeared to put her best effort into the testing process. She was curious and excited about the assessment initially, and stayed motivated throughout the testing process.

TABLE

Table 1.1 Represents the results of NIMHANS SLD (Level II)

DOMAIN	IMPRESSION
Attention	Adequate
Reading	Adequate
Reading Comprehension	Adequate
Spelling	Adequate
Coping	Adequate
Written Expression	Adequate
Perceptual Motor Abilities (Bender Gestalt Test)	Adequate
Visual Memory (Benton Visual Retention Test)	Adequate
Auditory Memory	a. Familiar pair – Adequate(1trail) b. Unfamiliar pair- Adequate(3trails)
Mathematics	Adequate

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TEST FINDINGS:

Attention

The Client SS completed the two-digit cancellation in 3min9secs. In which she has made only committed 2 errors on omission and no errors of commission. She was above the average range for children her age and standard, showing good sustained attention and processing speed.

- *Adequate attention ability*

Reading and Comprehension

She read the standard 9 paragraph in 47sec and correctly answered all the corresponding comprehension questions. This implies she has no difficulty in reading and comprehension.

- *Adequate Reading and Comprehension ability*

Spelling

She made 8 errors, but they are not consecutive, indicating she falls in the level of above average.

- *Adequate spelling ability*

Writing

In copying, she had no difficulty. She completed copying in 3min40sec without any error. In the next subset of written expression, she wrote 129 words about the topic given. She took only under 4mintues to complete the written expression. The above average performance in reading and writing could be attributed to her high executive functioning like the ability to plan, organise, goal setting, self-regulation and self-monitor.

- *Adequate writing ability*

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Perceptual Motor Ability

In the perceptual motor abilities, assessed through Bender Gestalt Test, she scored 0, indicating she has a good perceptual and motor abilities. She had no difficulty in accurately perceiving and reproducing the images. Followingly, in the Visual Memory test assessed through Benton Visual Retention Test, she was able to retain the image and produce the same without any errors. In the next subset of Auditory Memory, she was able to answer correctly for the familiar pairs in the first trails and for the unfamiliar pairs she was able to answer correctly in the third trail.

- *Adequate ability in the perceptual motor and Memory*

Mathematics

Finally, in mathematics, she scored 48 out of 65, though committed few mistakes, she was able to proceed till the end and complete it before the given time. Therefore, she has adequate arithmetic skills.

- *Adequate Arithmetic ability*

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Table 1.2 Represents the Severity Rating for each domain of Learning disability

Domain	Disability Absent 0	Disability Present: Severity Level 1	Disability Present: Severity Level 2
Reading	✓		
Reading Comprehension	✓		
Spelling	✓		
Writing - Coping	✓		Not applicable
Written Expression	✓		Not applicable
Mathematics	✓		

IMPRESSION:

The client SS has performed above average in all the domains of NIMHANS SLD Battery (Level II). She is currently in her 11^{th} grade and *performed adequately in all domains*. Therefore, she does not exhibit any symptoms for Specific Learning Disability.

RECOMMENDATION

The client does not exhibit any symptoms for Specific Learning Disability. Hence, there is no need for additional assessments or interventions.

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REFERENCE:

Panicker, A. S., Bhattacharya, S., Hirisave, U., & Nalini, N. R. (2015). Reliability and validity of the NIMHANS Index of Specific Learning Disabilities. *Indian Journal of Mental Health*, *2*(2), 175. https://doi.org/10.30877/ijmh.2.2.2015.175-181

Roopesh, B. N. (2021). Specific Learning Disability Assessment and Interpretation: NIMHANSSLD Battery and Beyond. Indian Journal of Mental Health, 6-27.

What are specific learning disorders? (n.d.). https://www.psychiatry.org/patients-families/specific-learning-disorder/what-is-specific-learning-disorder

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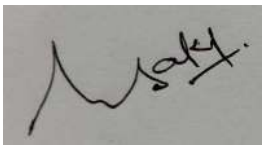
APPENDIX:

Informed Consent

The NIMHANS SPECIFIC LEARNING DISABILITY BATTERY TEST is a tool used by clinicians to evaluate symptoms of Learning disability in children and adolescents. The assessment includes a series of test each assessing specific domains namely attention, writing, memory and mathematics. All information provided will be kept confidential and will only be used for the purpose of this assessment. Your child's personal information will not be shared with anyone outside of the clinical team without your explicit consent, except as required by law. Participation in this assessment is entirely voluntary. You have the right to withdraw your consent at any time without affecting your child's access to services or any other rights.

By signing below, you acknowledge that you have read and understood the information



provided in this consent form. You voluntarily agree to participate in the assessment using the NIMHANS SPECIFIC LEARNING DISABILITY BATTERY TEST and consent to the use of the information for the purposes described.

Contact Information: If you have any questions or concerns about the assessment, please contact: Sivasakthi.s@psy.christuniversity.in

Signature

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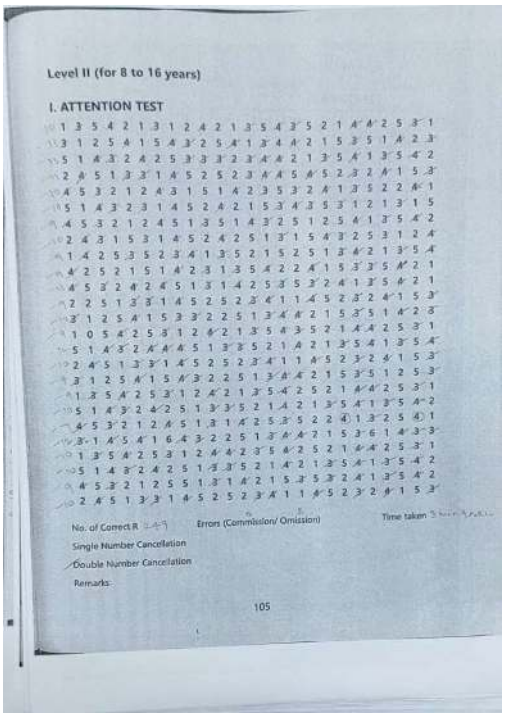
SCORING SHEET



Level II (for 8 to 16 years)

I. ATTENTION TEST

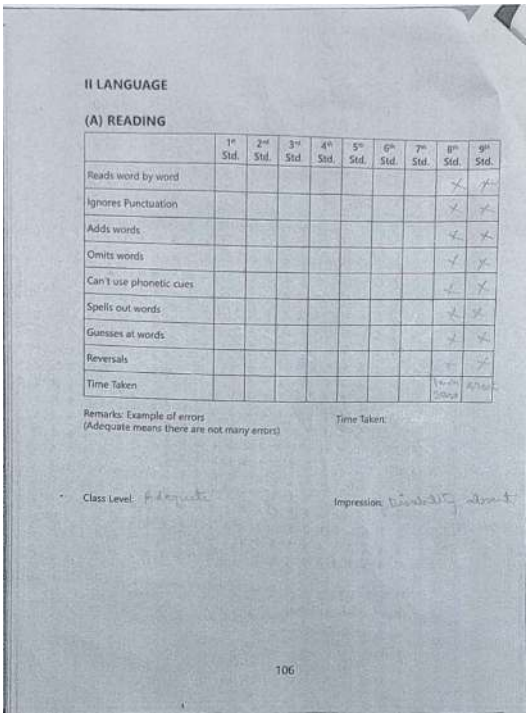
No. of Correct R 249 Errors (Commission/ Omission) Time taken 5 min 4 sec

Single Number Cancellation

Double Number Cancellation

Remarks:

105



II LANGUAGE

(A) READING

	1st Std.	2nd Std.	3rd Std	4th Std.	5th Std.	6th Std.	7th Std.	8th Std.	9th Std.
Reads word by word								X	X
Ignores Punctuation								X	X
Adds words								X	X
Omits words								✓	X
Can't use phonetic cues								X	X
Spells out words								X	X
Guesses at words								X	X
Reversals								X	X
Time Taken								1min 20sec	2min

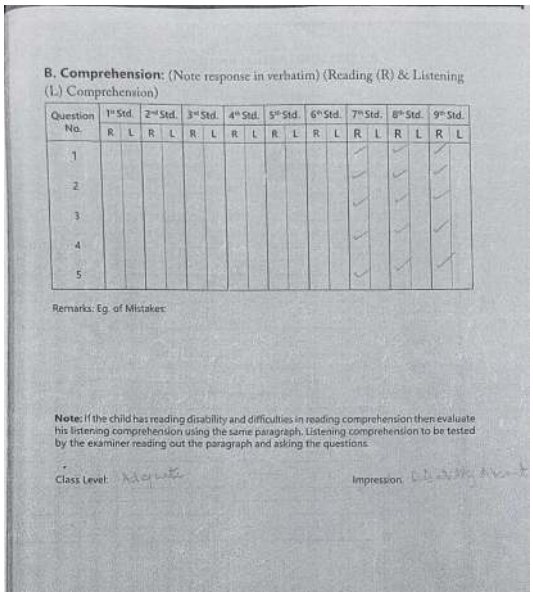
Remarks: Example of errors (Adequate means there are not many errors)

Time Taken:

Class Level: Adequate

Impression: Distractibility present

106



B. Comprehension: (Note response in verbatim) (Reading (R) & Listening (L) Comprehension)

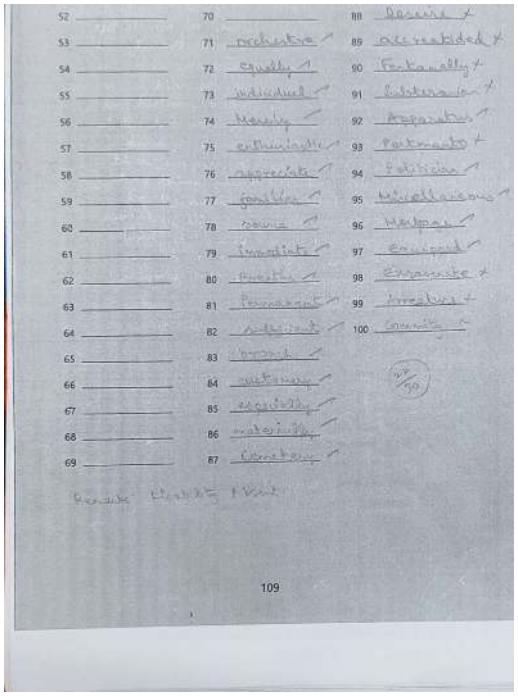
Question No.	1st Std.		2nd Std.		3rd Std.		4th Std.		5th Std.		6th Std.		7th Std.		8th Std.		9th Std.	
	R	L	R	L	R	L	R	L	R	L	R	L	R	L	R	L	R	L
1															✓		✓	
2															✓		✓	
3															✓		✓	
4															✓		✓	
5															✓		✓	

Remarks: Eg. of Mistakes:

Note: If the child has reading disability and difficulties in reading comprehension then evaluate his listening comprehension using the same paragraph. Listening comprehension to be tested by the examiner reading out the paragraph and asking the questions.

Class Level: Adequate

Impression: Distractibility present



52 _____ 70 _____ 88 Desire ✗

53 _____ 71 orchestra ✓ 89 accessibled ✗

54 _____ 72 equally ✓ 90 Fortunally ✗

55 _____ 73 individual ✓ 91 Libterarian ✗

56 _____ 74 Measly ✓ 92 Preparation ✓

57 _____ 75 enthusiastic ✓ 93 Portmanto ✗

58 _____ 76 appreciate ✓ 94 Politician ✓

59 _____ 77 families ✓ 95 Miscellaneous ✓

60 _____ 78 nouns ✓ 96 Hadpen ✓

61 _____ 79 important ✓ 97 Equipped ✓

62 _____ 80 Healthy ✓ 98 Expensive ✗

63 _____ 81 Permanent ✓ 99 Arrestures ✗

64 _____ 82 Adjacent ✓ 100 Enemies ✓

65 _____ 83 Wrench ✓

66 _____ 84 customary ✓

67 _____ 85 especially ✓

68 _____ 86 notoriously ✓

69 _____ 87 Century ✓

Good Memory Work

27/29

109

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D) WRITING (COPYING)

My grandmother and I were good friends. My parents left me with her when they went to live in the city, and were constantly together. She used to wake me up in the morning and get me ready for the school. She said her morning prayer in a monotonous sing-song while she bathed and dressed me in the hope that I would listen and get to know it by heart; I listened because I loved her voice but never bothered to learn it. Then she would fetch my wooden slate which she already washed and plastered with yellow chalk, a tiny earthenware pot and a red pencil, them all in a bundle and hand it to me. After a breakfast of flat rice-cake with a little butter and sugar served in it, we went to school. She carried several stale chapatis with her for the village dogs.

No. of words written:

No space b/w words
Missed out a letter
Substituted a letter
Reversed a letter
Added a letter
Wrong capitals
Remarks:
Time Taken
Any other

110

E. Written Expression-Write an essay / few sentences on the topic "My school"

MY SCHOOL

I have been reading in one of my [illegible] in my school till now. I have already told my best part of life. There also I like my school and my friends. My parents inspired to [illegible] but I always [illegible] that I will study [illegible] and [illegible] it to [illegible]. My teachers are so good to my school. I study very [illegible] but [illegible] I get good [illegible] in [illegible] [illegible] I [illegible] not a happy thing. I like my school. So much I am [illegible] with my friends and that the life in [illegible] in my school.

Total number of words:
Time Taken:
Remarks:

111

III (2) Developmental Test of Visual - Motor Integration

	1	2	3	4	5	6	7	8	9	10	11	12	13
R/W	-	-	-	-	-	-	-	-	-	-	-	-	-

	14	15	16	17	18	19	20	21	22	23	24	Total	Correct
R/W	-	-	-	-	-	-	-	-	-	-	-	-	-

Remarks:

IV. Memory

(i) Visual Memory

Benton Visual Retention Test Score

No.	1	2	3	4	5	6	7	8	9	10	Total	Correct
W/R	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	10	10

Remarks

(ii) Auditory Memory

(a) Familiar pairs (b) Unfamiliar pairs

Instructions: "I will be reading out a list consisting of pairs of words. Afterwards I will read out 1 word of the pair. I want you to tell me other word of the pair". Presentation of the pairs of the words is done once. If the child's answer is wrong, the examiner gives the correct word & proceeds.

		Trials 1 2 3 4 5			Trials 1 2 3 4 5
Dog	- Cat	✓	Cow	- Spoon	✓ ✓ ✓
Tree	- Plant	✓	Water	- Paper	✓ ✓ ✓
Chair	- Table	✓	Lamp	- Stick	✓ ✓ ✓
Man	- Woman	✓	Floor	- People	✗ ✓ ✓
Day	- Night	✓	Star	- River	✓ ✓ ✓
Black	- White	✓	Boy	- Fruit	✓ ✓ ✓

Remarks:

Adequate means for familiar pairs, correct recall by third trial and for unfamiliar pairs, correct recall by fifth trial.

113

1) 50,220
2) Sixty eight thousand eighty seven
3) 7242365 < 7142356
4) 3699014
5) 73.59
6) → 2|24,36 2|12,18 2|6,9 3|3,9 3|1,3
7) 13|39,91 3|3,7 7|1,7 1,1
8) (632 + 310) × 4 = 942 × 4 = 3768
9) 0.3
10) 0.56
11) 2/10
12) 4/10000
13) 1.2577 − 0.1257 = 1.1320 − 0.003 = 1.1289

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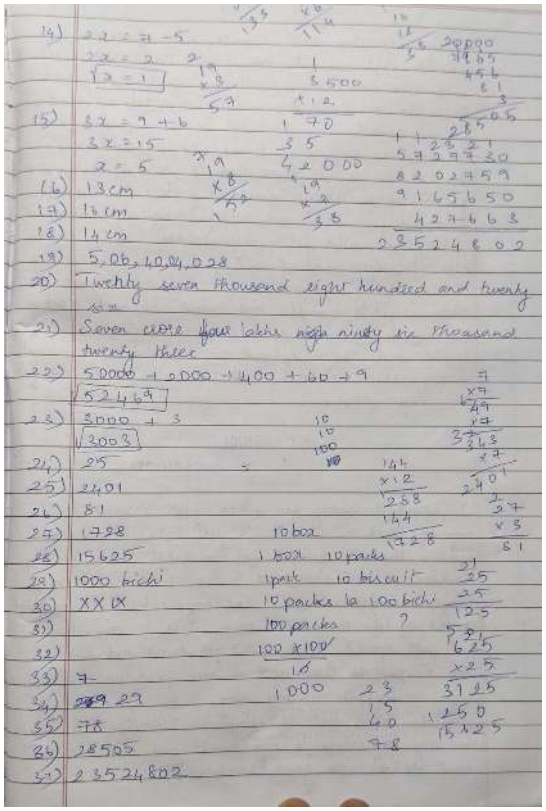


14) $2x = 7 - 5$

$2x = 2$

$x = 1$

15) $8x = 7 + 6$

$8x = 15$

$x = 5$

16) 13 cm

17) 10 cm

18) 14 cm

19) 5,06,40,04,028

20) Twenty seven thousand eight hundred and twenty six

21) Seven crore four lakhs nine ninety six thousand twenty three

22) $50000 + 2000 + 400 + 60 + 9$

52469

23) $3000 + 3$

3003

24) 25

25) 2401

26) 81

27) 1728

28) 15625

29) 1000 bichi

30) XXIX

31)

32)

33) 7

34) ~~29~~ 29

35) 78

36) 28505

37) 2 3524802

10 box

1 box 10 packs

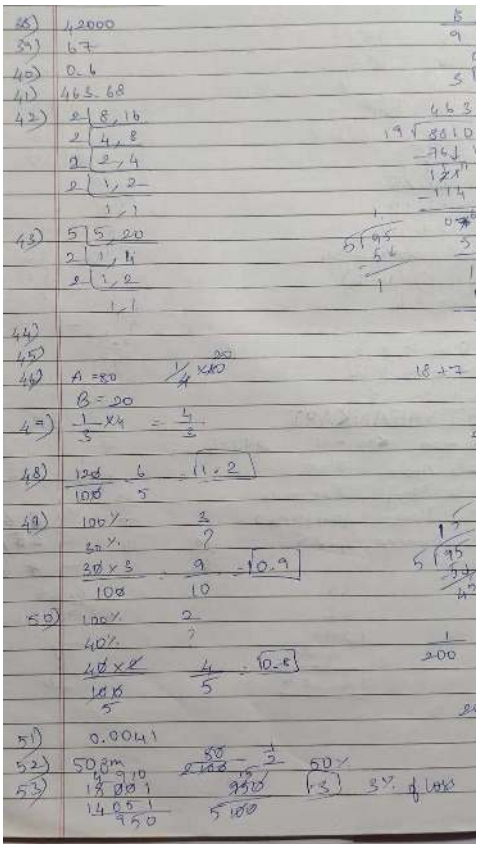
1 pack 10 biscuit

10 packs le 100 bichi

100 packs ?

100×100

1000



38) 42000

39) 67

40) 0.6

41) 465.68

42)

43)

44)

45)

46) A = 80

B = 20

47) $\frac{1}{5} \times 4 = \frac{4}{5}$

48) $\frac{120}{100} = \frac{6}{5} = 1.2$

49) 100 Y. — 3

30 Y. — ?

$\frac{30 \times 3}{100} = \frac{9}{10} = 0.9$

50) 100 Y. — 2

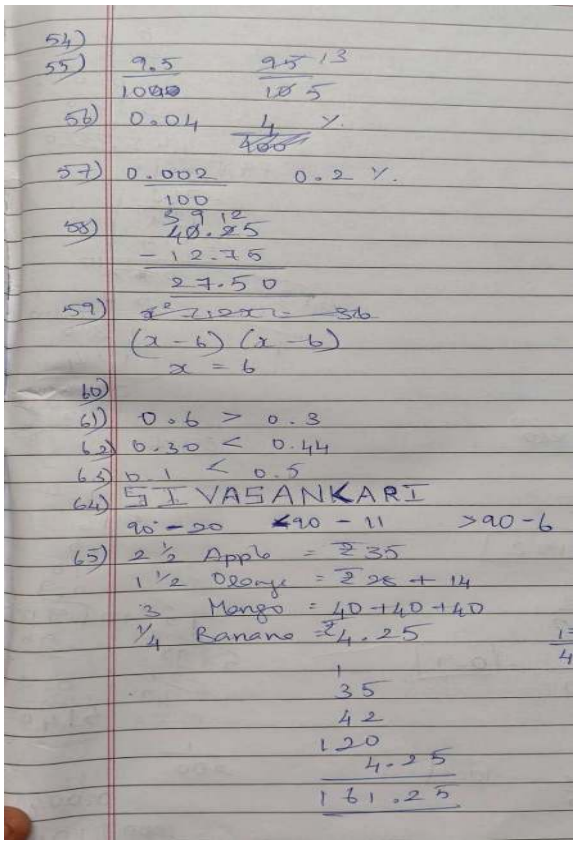
40 Y. — ?

$\frac{40 \times 2}{100} = \frac{4}{5} = 0.8$

51) 0.0041

52) 50 cm

53)



54)

55) $\frac{9.5}{1000}$ $\frac{95}{1000}$ 13

56) 0.04 $\frac{4}{100}$ Y.

57) $\frac{0.002}{100}$ 0.2 Y.

58) 40.25

-12.75

27.50

59) ~~$x^2 - 7x - 30$~~

$(x-6)(x-6)$

$x = 6$

60)

61) $0.6 > 0.3$

62) $0.30 < 0.44$

63) $0.1 < 0.5$

64) SIVASANKARI

$90 - 20$ $<$ $90 - 11$ $>$ $90 - 6$

65) 2 ½ Apple = ₹35

1 ½ Orange = ₹28 + 14

3 Mango = 40 + 40 + 40

¼ Banana = ₹4.25

35

42

120

4.25

161.25

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